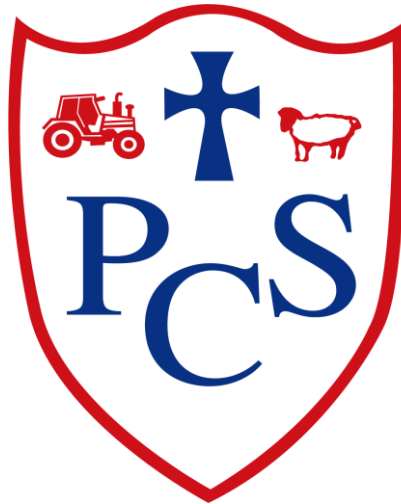


Preston Candover CE Primary School



Equality Information and Objectives Policy

Reviewed by: SLT

Approved by: FGB

Last review date: March 2026

Next review date: March 2030



Love



Hope



Justice

Inspire learning for life

Encourage each other and build each other up - 1 Thessalonians 5:11

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I. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
 - Age
 - Disability
 - Gender reassignment
 - Marriage or civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation

Our school aims to promote respect for difference and diversity in accordance with our values: Love, Hope and Justice.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents/ carers and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor will:

- Meet with the designated member of staff for equality and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

The Inclusion Leader will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting respect, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures

- Making pupils aware of our behaviour and anti-bullying policies
- Holding collective worships/assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such collective worships/assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at collective worships/assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Objective 1: To ensure that all governors involved in recruitment and selection complete appropriate training in equal opportunities and non-discrimination by the beginning of the next academic year, in order to uphold fair, transparent and inclusive employment practices. Training evaluation evidence will demonstrate that 100% of those attending have a secure understanding of the relevant legal requirements.

Why we have chose this objective: This objective has been identified to ensure that all governors involved in recruitment and selection are fully equipped to carry out their responsibilities lawfully and fairly. As there are newly appointed governors on the governing body, it is essential that training is refreshed and consistent to maintain a shared understanding of equal opportunities and non-discrimination requirements. This will ensure recruitment processes remain transparent, objective and compliant with our duties under the Equality Act 2010.

To achieve this objective: We will identify all governors who are involved, or may be involved, in recruitment and selection processes and ensure they undertake appropriate training in equal opportunities, non-discrimination and safer recruitment prior to the start of the next academic

year. The impact of this training will be evaluated through feedback and assessment to confirm that governors have a secure understanding of their legal responsibilities under the Equality Act 2010. A central record of training completion and renewal dates will be maintained, and recruitment procedures will be reviewed to ensure ongoing compliance with equality legislation and best practice.

Progress we are making towards this objective:

Objective 2: To strengthen understanding of diversity, continue to foster inclusive attitudes and create a prejudice-free environment within the school and the wider community.

Why we have chosen this objective: This objective has been chosen to address unconscious bias and assumptions that can affect attitudes, interactions and decision-making. By promoting awareness of diversity and actively challenging prejudicial attitudes, we aim to ensure that all members of the school community feel respected, valued and included. Developing these skills and understanding in children, staff and parents supports a culture of fairness, empathy and equality both within school and in the local community.

To achieve this objective: We will provide targeted staff CPD to raise awareness of unconscious bias and equip staff with strategies to address prejudicial language and behaviour within the school. Pupils' understanding of diversity and inclusion will be further developed through PSHE, SMSC lessons and collective worship, with a focus on empathy, respect and social responsibility. We will actively engage parents and carers by inviting them to participate in school events that celebrate diversity and promote inclusive values.

Progress we are making towards this objective:

Objective 3: To ensure that the school building and grounds are as accessible as possible to all pupils, staff, visitors and members of the wider community.

Why we have chosen this objective: This objective has been chosen to uphold the school's commitment to equality and inclusion by ensuring that physical access does not limit participation. Accessible facilities enable all members of the school community to engage fully in learning, extracurricular activities, and community events, and demonstrate compliance with our statutory duties under the Equality Act 2010.

To achieve this objective: We will undertake a comprehensive Accessibility Audit to identify barriers across the school site and update the Accessibility Plan accordingly. Governors, the caretaker, and the Inclusion Leader will work collaboratively to prioritise improvements and implement practical solutions, ensuring that the school environment supports the needs of all users.

Progress we are making towards this objective:

9. Monitoring arrangements

The governing body/headteacher will update the equality information we publish, at least every year.

School- specific equality objectives will be reviewed by the governing body/headteacher at least every 4 years.

This document will be reviewed by the governing body/headteacher annually, to ensure continued compliance with the PSED

This document will be approved by the governing body/headteacher.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Behaviour and Positive Relationships Policy
- Equalities Policy
- SEND Information report
- SEND policy